

Aligns  
with National  
Standards  
Language Arts  
•  
Health

# Case Files of a Healthy Class



## Lesson Plans & Student Reproducibles!

Help your students learn about  
health and language arts.



This bilingual CD-ROM, **The Incredible Adventures of the Amazing Food Detective**, is filled with health-related educational activities, games, and information!

### INSIDE YOU'LL FIND:

- Lesson Plans
- Reproducible Student Activities
- Classroom Poster
- Stickers

Share  
this program!  
See Part 2 for  
Family Take-Home  
Activities.



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KAISER PERMANENTE®

# Welcome, Teachers!

Welcome to **Case Files of a Healthy Class**, a standards-based education program developed by Kaiser Permanente's pediatric weight management experts that teaches the essentials of building healthy habits in your classroom so students are at their best and ready to learn!

Through the engaging lesson plans in this program, students will practice their reading and writing skills while they learn about the importance of being active, eating well, and developing healthy habits. Each of these lessons is integrated with **The Incredible Adventures of the Amazing Food Detective**, which is included in this package. This interactive, bilingual CD-ROM provides students with fun, hands-on activities and games to reinforce key health messages.

The program also includes valuable tools to send the health message home to families. These at-home activities reach out to families by providing the information they need to build a healthy environment at home.

We hope you will teach this program to get your students moving on the path to healthy choices and happy lives.

Sincerely,



Phil Wu

Pediatric Clinical Lead for the Weight Management Initiative  
at Kaiser Permanente Care Management Institute

**Your opinion matters!**

Complete the enclosed survey card for a chance to win great prizes!

In addition to the Poster Teaching Guide you have in your hands, this package includes an interactive CD-ROM called **The Incredible Adventures of the Amazing Food Detective**.

Here your students will find case files of kids who have not-so-healthy habits and will learn how the food detective helps them out. **The Incredible Adventures of the Amazing Food Detective** CD-ROM will help students learn how to turn these not-so-healthy habits into healthy ones!



**The Suspects** Your students will have the chance to solve eight cases. Each of these "suspects" has the potential to change his or her habits and your student food detectives will be challenged to demonstrate how.

## CURRICULUM STANDARDS & BENCHMARKS FOR GRADES 4–6

Language Arts: Reading	Lesson 1	Lesson 2	Lesson 3
Uses the general skills and strategies of the reading process			
Establishes a purpose for reading	<b>X</b>		
Makes, confirms, and revises simple predictions about what will be found in a text	<b>X</b>		
Language Arts: Writing	Lesson 1	Lesson 2	Lesson 3
Uses the general skills and strategies of the writing process			
Uses strategies (e.g., adapts focus, point of view, organization, form) to write for a variety of purposes (e.g., to inform, entertain, explain, describe, record ideas)	<b>X</b>	<b>X</b>	
Writes expository compositions (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, and explanations; excludes extraneous and inappropriate information; uses structures such as cause and effect, chronology, similarities, and differences; uses several sources of information; provides a concluding statement)	<b>X</b>	<b>X</b>	
Health	Lesson 1	Lesson 2	Lesson 3
Understands essential concepts about nutrition and diet			
Knows the nutritional value of different foods	<b>X</b>	<b>X</b>	<b>X</b>
Knows healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs)	<b>X</b>	<b>X</b>	<b>X</b>
Knows factors that influence food choices (e.g., activity level, peers, culture, religion, advertising, time, age, health, money/economics, convenience, environment, status, personal experience)	<b>X</b>	<b>X</b>	<b>X</b>
Knows how to maintain and promote personal health			
Understands the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being	<b>X</b>	<b>X</b>	<b>X</b>
Sets a personal health goal and makes progress toward its achievement		<b>X</b>	<b>X</b>

Sources: NCTE (National Council of Teachers of English), McREL (Mid-Continent Research for Education and Learning)

**Case Files** Each case file details the habits of one key suspect. While solving the case, students will play an interactive game that teaches them how to eat healthy and live actively.



**Case Closed!** Each time they solve a case, students will be rewarded with activities and games that they can do on their own, share with their friends, or complete with their families away from the computer. Each case file offers unique activities and games that reinforce the skills and knowledge gained from that particular case.

## LESSON 1: Healthy, Wealthy, & Wise

**Objectives:** Students will understand healthy behavior, including concepts about nutrition and exercise. They will also reinforce general skills and strategies in the reading and writing process.

**Key Health Terms:** Eat healthy, Be active, General eating practices, Community activity events, Healthy opportunities, Inactivity

**Time Required:** 40 minutes plus homework time

**Materials:** Student Reproducible 1; The Incredible Adventures of the Amazing Food Detective CD-ROM; Internet access; pen/pencil

### STEPS:

**1. Write the word healthy on the board.** Ask students to define the term by providing examples of different situations when they performed a healthy action (e.g., eating vegetables for a snack, playing after-school sports).

**2. Explain to the class that they will be discussing what it means to eat healthy and be active.** Create two columns on the board. Over the first column, write the header "Eat Healthy." Explain that eating healthy begins with general eating practices (e.g., eating three meals a day and eating foods from all food groups). Over the second column write the header "Be Active." Explain that an important part of being active is to participate in activities in their community (e.g., school, home, sports teams). Ask students to name things that they think are healthy or represent healthy behavior (e.g., vegetables, eating fewer sweets). Write the responses on the board, placing them in the appropriate column.

**3. Lead a brief discussion about why it is important to be healthy.** Ask students what they think are the benefits of eating healthy and being active. Some benefits might include feeling better, more energy, etc. It is important for students to understand that everyone has the power to eat healthy and be active.

**4. Introduce the characters from The Incredible Adventures of the Amazing Food Detective CD-ROM.** Tell students that in the first activity they will be learning about Michael, a character from the game who likes to watch too much TV and spend hours playing video games. Explain that this not-so-healthy habit prevents Michael from being active and gives him the opportunity to eat more junk food. Distribute Student Reproducible 1. Ask for a volunteer to read the directions for Part 1 on the top of the page. Instruct students to complete Part 1 in class. (Possible answers include limiting Michael's screen time to under 2 hours a day.)

**5. When students have completed Part 1, discuss Michael's healthy and not-so-healthy behaviors as a class.** Remind students that one of Michael's problems is that he is inactive. Being inactive causes Michael to have no energy to go outside and play with his friends. Ask students to share how they think Michael can become more active. Next, read the instructions for Part 2 aloud and direct students to complete it for homework.

**6. The following day, have students present their article summaries to the class.** Encourage students to ask each other questions about the articles they read.

### WRAP-UP/EXTENSION

**Share the following Amazing Food Detective (A.F.D.) case with your students:**  
**The Case of the Falling Gym Grades.**

Antonia is 10 years old. She is a smart girl, a good student in most subjects, but she has been doing poorly in gym class. She eats good foods, but has no interest in sports. Use your powers of observation to identify which category, "Eat Healthy" or "Be Active," Antonia needs help with. Once you've identified the category, write a short case report that lists different things Antonia can do to become more active and improve her gym grade.

## LESSON 2: Making Choices

**Objectives:** Students will learn to identify and make healthy decisions. They will also develop creative writing and assessment skills.

**Key Health Terms:** Healthy choices, Not-so-healthy choices, Solutions

**Time Required:** 40 minutes plus homework time

**Materials:** Student Reproducible 2; The Incredible Adventures of the Amazing Food Detective CD-ROM; pen/pencil

### STEPS:

**1. Distribute copies of Cole's case file from The Incredible Adventures of the Amazing Food Detective CD-ROM.** Review the case file as a class. Be sure to point out the different elements that appear in the case file: Name, Age, Health Concerns (e.g., examples of not-so-healthy choices, such as eating too much candy), and a graph showing the effect of sugar on Cole's energy level.

**2. Explain to students that being healthy involves making choices.** Cole, for example, makes not-so-healthy choices when he chooses to eat too much candy. Other people might choose to eat healthier snacks. What makes people special is that they can make different choices and learn from the choices they make. As a class, work through Cole's case on The Incredible Adventures of the Amazing Food Detective CD-ROM to demonstrate how making different (healthy) choices made Cole feel better.

**3. Tell students that, in this activity, they will be writing about themselves and describing the choices they make.** (Note: this activity is meant to be positive and inspirational.)

**4. Distribute Student Reproducible 2.** Explain to students that they will use Part 1 of the worksheet to begin their writing activity. They will first create a list of both healthy and not-so-healthy choices. They will then write a short story about themselves.

**5. Tell students that their story should include solutions for how to change their not-so-healthy choices into healthy choices.** Direct students to complete the reproducible in class and write the short story for homework.

**6. (optional) The next day, have students choose a partner and swap their stories.** This step is optional and only to be completed if students feel comfortable.

### WRAP-UP/EXTENSION

**Share the following A.F.D. case with your students:**  
**The Case of the Missing Calcium.**

Enrique is missing something. He thought he had enough of it, but his doctor said that he needs more of it. What is it that he's missing? Calcium! Calcium is important because it helps strengthen bones and teeth. Without it, our bones and teeth can become weak. Solve the mystery of the missing calcium by doing research to find foods and drinks that are rich in calcium. Write down a list of these foods that Enrique could eat to get his missing calcium back!

## LESSON 3: What's Your Story?

**Objectives:** Students will understand the importance of practicing and maintaining healthy habits, including eating practices and physical activity. They will also strengthen autobiographical writing skills.

**Key Health Terms:** Habit, Activity, Environment

**Time Required:** 40 minutes plus homework time

**Materials:** Student Reproducible 3; paper; pen/pencil

### STEPS:

**1. Write the word habit on the board. Ask students if they know what the word means.** Guide them to define habit as "something that is done regularly, often without thinking about it." Ask students for examples of habits that they have (e.g., brushing their teeth).

**2. Explain to students that some of the most important habits that people have are related to being healthy.** For example, eating vegetables every night with dinner is a healthy eating habit. Ask students for other examples of healthy habits. Remind them that these habits can be about eating or physical activity.

**3. Tell students that people's habits are influenced by their environment—the world around them.** For example, someone who lives near school may walk to school every day while someone who lives far away will take the bus. Ask students for other ways in which someone's environment can influence his or her habits.

**4. Distribute Student Reproducible 3.** Explain to students that in this activity, they will be developing new, healthy habits. Have a volunteer read the instructions aloud.

**5. Tell students that, for the next 30 days, their goals will be:**

- Eating five helpings of fruit and vegetables each day
- Exercising 60 minutes or more each day
- Limiting screen time to no more than one to two hours a day (including homework)

**6. As students complete their goal each day, they will check off the goal on their charts.** At the end of the 30 days, students will be able to see how much success they had with each goal! To encourage students to stick with their goals, help them develop simple rewards or incentives they can give themselves. Direct students to use the bottom of the reproducible to write down their rewards.

**7. After the 30 days, direct students to think of three additional healthy goals that they can set for the next month.** Guide them to write these new goals in the space provided on the chart. Give examples of healthy habits if students have trouble thinking of their own (e.g., trying a new healthy food, walking or biking to school with a parent or guardian). Encourage students to continue setting and reaching new, healthy goals all year round!

### WRAP-UP/EXTENSION

**Share the following A.F.D. case with your students:**  
**The Case of the Sneaky Snacker.**

Ten-year-old Emily eats all the right foods: fruit, veggies, meat, cheese, and bread. The problem is, she sometimes eats portions that are too large. From heaping helpings at dinner to large snacks between each meal, Emily is one sneaky snacker! Visit [www.mypyramid.gov/kids](http://www.mypyramid.gov/kids) to find out the right amount of food for Emily to eat. Create a menu that lists a whole day's worth of food. Make sure that all of the food groups are covered and that the portions are correct. Help Emily eat right and eat the right amount!

Once you have completed the lessons in this guide, distribute the Amazing Food Detective Stickers to your students.



Name \_\_\_\_\_

# What's Healthy?

**Part 1** Get on the case! Read the case facts below and put your Amazing Food Detective skills to work to solve **The Case of the Sofa Loafer!**

**Case Facts:** Michael likes three things more than anything else: eating junk food, playing video games, and watching TV. While he has fun in front of the screen and thinks that junk food tastes good, Michael sees his friends playing outside and wishes he could join them. In the space below, write down some actions that Michael could take to feel better and get outside with his friends. Use the list on the board or come up with your own ideas to solve the case and help Michael!



(Possible answer: Michael could limit his time on the couch to less than 2 hours a day.)

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**Part 2** What's your view? Choose one healthy action or topic from your list above that you would like to know more about. Look in magazines and newspapers (printed or online) to find two to three articles or stories about the action or topic that you chose. Write a short summary of each article on a separate sheet of paper. When you are done writing your summaries, read the instructions below.

Now that you have read the articles and written your summaries, write a short essay that expresses your opinion about the topic. Use the questions below to help you give reasons for your opinion:

## Get More Energy!

### Tip #1: Get up & play hard.

- At least one hour or more a day.

- Do you think the topic you chose is an important one? Why or why not?
- Who are the articles written for—kids or adults?
- Do you think the topic is more important for kids or adults? Or is it of equal importance for both? Explain.

### Remember!

**HEALTHY** means many different things, including "being fit and well."

Name \_\_\_\_\_

# Healthier Choices

**Part 1** Think about your habits, and fill in the information below. Once you have completed each category, use the skills you learned as an **Amazing Food Detective** to write a short story about yourself.

## My Information



Name: \_\_\_\_\_ Age: \_\_\_\_\_

Healthy choices: \_\_\_\_\_

Not-so-healthy choices: \_\_\_\_\_

Solutions for not-so-healthy choices: \_\_\_\_\_

## Get More Energy!

### Tip #2: Watch less!

- No more than one to two hours of screen time a day (including homework).
- Remove TV and other screens from your bedroom.

**Part 2** Consider these questions when writing your short story.

1a. What healthy choices do I make?

b. How are these choices good for me?

2a. What not-so-healthy choices do I make?

b. How are these choices bad for me?

3a. What solutions are given for the not-so-healthy choices?

b. What other solutions can you think of?

Name \_\_\_\_\_



# Healthy Habit-Forming

**My Personal Health Goals** Habits are things that we do regularly, often without thinking about them. Almost anything can become a habit if we do it long enough. Use this chart to track your goals and see if you can meet them each day.

Check off which goals you meet each day!	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
I ate five servings of fruits and vegetables																															
I exercised 60 minutes or more																															
I limited my screen time (including homework) to no more than one to two hours																															

**My Reward** To help yourself meet your goals, why not reward yourself? Write down a fun prize or healthy reward to give yourself each week: If I reach all my goals during a week, I get to...

Get More Energy!

Tip #3: Choose beverages that are not sugar-sweetened.

- Drink water when thirsty.

# Get Your Class Moving!

Exercising is important for fitness and a great way to grab your students' attention. Often, however, it is difficult to take a classroom full of students outside to run around and play. The activities and games listed below can help you and your students be more active while staying within the classroom setting. Use these activities to engage your students and encourage physical activity.

Activity	How's It Done?	Benefits
<b>Stretching</b>	Lead your class through a variety of stretches, including bending over and touching toes, arm stretches, and leg stretches.	This activity can be done in the morning, when students are sleepy and need something to wake them up, or in the afternoon, when students' attention may begin to wander or wane.
<b>Jumping Jacks</b>	Have students stand up in the aisles between the desks. Make sure there is enough room for them to spread out their arms and legs.	Get students moving and blood flowing through their hearts. Even a few minutes of jumping jacks can exhilarate your class.
<b>Musical Chairs</b>	Place a group of chairs in the center of the room. There should be only enough chairs for all but one student. Play music for a short while and then stop it. Students must then find a chair and sit down. Anyone left standing is eliminated. Take away one chair after each round. Continue until there is only one person left.	Not only is this a fun, interactive game that kids know, it also provides students with the opportunity to run around and get a workout without thinking of it as "exercise."
<b>Freeze Dance</b>	Clear space in the middle of the classroom. Play some fun, fast music and invite students to dance along. Every minute or so, stop the music and tell students to freeze in place when the music stops.	Students can get an aerobic workout by doing a fun, new activity. To make this activity more interactive, invite a different student to select the music each time they dance.
<b>Jump and Spell!</b>	Clear a wide path down the center of the classroom. Tape down 10–15 sheets of construction paper with a different letter of the alphabet on each one. Instruct students to jump from one letter to another, spelling out vocabulary words as they go. See who can jump the most and spell the longest word! (Note: suggest that students remove their shoes so they do not tear the letters.)	Combine vocabulary-building skills and exercise in this fun, educational activity. This activity can be used for any subject matter or vocabulary word list.
<b>Count 'Em Up!</b>	Divide students into two teams. Have each team line up against the wall opposite the board. Write math problems on the board that have answers between 1 and 5. Ask a question to Team #1, then Team #2, then Team #1, etc. For every correct answer, the team takes that many steps forward. The first team to reach the board wins!	Make math active! Instead of having students recite answers from their seats, they can compete against their classmates and get up and move around the classroom. You can do this activity as a "sprint" (one trip to the board) or a "long-distance" race (teams go back and forth from one wall to another).